

DOCUMENT RESUME

ED 204 059

RC 012 771

AUTHOR White, Leigh Cree, Ed.
TITLE Community Concerns and Extension Youth Programs.
Proceedings Regional Conference (February 18-20,
1981). Publication 28.
INSTITUTION Northeast Regional Center for Rural Development,
Ithaca, N.Y.
PUB DATE May 81
NOTE 74p.
AVAILABLE FROM National Regional Center for Rural Development, 293
Roberts Hall, Cornell Univ., Ithaca, NY 14853
(free).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Agency Role; Citizen Participation; *Community
Development; Community Involvement; Community
Problems; *Community Resources; Emergency Programs;
*Extension Education; Local Government; *Program
Descriptions; Rural Areas; Staff Development; Urban
Areas; *Workshops; *Youth Programs
IDENTIFIERS *4 H Clubs

ABSTRACT

The 4-H/Community Resource Development workshop was designed to help people conducting Extension 4-H programs on sensitive and complex community issues improve their ability to create a better climate for discussion of alternatives and development of community projects. Topics of the presentations included the role of the 4-H administrator, resource utilization, opportunities for community resource development, group dynamics, community development processes, human development, youth-adult interaction, and youth involvement in politics. A social action program in Manchester, New Hampshire; a citizen involvement training service in Massachusetts; and a youth training program in Washington, D.C. were described. The clientele, youth and adult involvement, what happened to the youth and the community, a program evaluation, and the commitment of 4-H professionals were described for 10 specific 4-H programs: an anti-vandalism program in an unnamed community; Maine programs of emergency mapping and marine education; a Maryland program for troubled youth; a New Jersey program for youth with social difficulties; a New Hampshire job placement program; a West Virginia cultural heritage program; and New York programs for child care and parenting preparation, coastal resources, and for possible inclusion of Little Sandy Creek in the state's recreational river system. (SB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED204059

Re 01 2771

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Lee M. Dry

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Community Concerns and Extension Youth Programs



Proceedings Regional Conference, Feb. 18-20, 1981



Northeast Regional Center for Rural Development
Cornell University, Ithaca, NY
Publication 28, May 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

□ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

A publication of the
Northeast Regional Center for Rural Development
293 Roberts Hall
Cornell University
Ithaca, NY 14853

Permission to reproduce material appearing in this publication
is hereby granted for non-copyrighted use provided full acknow-
ledgement is made of the source and that no change of headings
or text is made without approval.

Connecticut Delaware District of Columbia Maine
Maryland Massachusetts New Hampshire New Jersey
New York Pennsylvania Rhode Island Vermont West
Virginia

COMMUNITY CONCERNS
and
EXTENSION YOUTH PROGRAMS

SPONSORED BY

Northeast Regional Center for Rural Development

Northeast Public Policy Group

PLANNING COMMITTEE

John Bergstrom, Pennsylvania

Otis F. Curtis, Massachusetts

Lee M. Day, NERCRD, New York

Anthony Ferrise, West Virginia

Donald Francis, Connecticut

Miley Gonzalez, Pennsylvania

Daryl K. Heasley, NERCRD, New York

Robert Reel, Maryland

Guy Temple, Pennsylvania

Dean Tuthill, Maryland

Chloe Wacenske, New York

CONFERENCE EDITOR

Leigh Cree White, Editorial Consultant, Voorheesville, NY



Clockwise from top left

- Susan Morris, MD
- Tony Ferrise, WV
- Bob Reel, MD; Don Francis, CT
- Jeannette Keaveney, NY; John Garaventa, MA
- Jack Lancaster, MD

BEST COPY AVAILABLE

CONTENTS

	<u>Page</u>
Introduction	v
Anthony Ferrise	
LAYING THE GROUNDWORK FOR CRD OPPORTUNITIES.	1
Administrative Support 4-H/CRD.	2
Edward Rapking	
Hitting You With CRD Opportunities.	8
John Woodard	
Community Development as Group Process.	11
Daryl Heasley	
What If My Nose Never Stops Growing	16
Gary Schilmoeller	
COMMUNITY RESOURCE DEVELOPMENT AND YOUTH	23
Interaction of Youth and Adults	24
Otis Curtis	
The Social Action Process in the Development of Manchester, NH Urban 4-H Programs	26
Emma Lee Tuttle	
Citizen Involvement Training Services	29
Maurice Tougas	
Youth Help the Community.	32
Willis Wilson	
Local Government Perspective.	35
George Whitham	
TEN WAYS IT'S BEEN DONE.	38
Anti-Vandalism Program.	39
Albina B. Woodruff	
Coastal Resources Programs.	42
Edward Matthews	
Emergency Mapping	44
C. Herbert Annis	

	<u>Page</u>
4-H Community Restitution	46
Karol A. Westelinck and John J. Lancaster	
4-H Host Home Program	48
Joyce Morris and Irving A. Blatt	
The 4-H Job Express Program	50
Emma Lee Tuttle	
4-H Teen Alliance	53
Sandra E. Pacyga	
The Growth of a Cultural Heritage Program	55
Wylene P. Dial	
Little Sandy Creek.	57
Donald MacVean	
Summer Marine Education	59
Neal R. Davis	
RESOURCE MATERIALS	61
Selected Publications in 4-H/CRD.	62
Services Provided by the Northeast Regional Center for Rural Development.	64

INTRODUCTION

Anthony Ferrise
Extension Specialist, CRD
West Virginia University

Thomas Jefferson philosophized that democracy could only function if the average citizen was fully informed and had a voice in major governmental policy decisions.

He had faith that the average citizen could be sufficiently motivated to become informed and to exercise judgement in guiding a functioning democracy. This philosophy provides the underpinning for our educational work in public policy in the Cooperative Extension Service.

Land grant universities in the 12 northeastern states and the District of Columbia are involved in the conduct of Extension educational programs dealing with public issues, i.e. community concerns.

This 4-H/CRD workshop was designed for persons conducting Extension 4-H programs on sensitive and complex community issues such as energy, health, family and community problems, including environmental quality, taxes and community needs assessment. It was especially designed to help 4-H staff improve their ability to create a better climate for discussion of alternatives and the development of community projects.

This Proceedings offers the exchange of program ideas, concepts and materials on community decision making gleaned from the conference. It provides Extension staff with examples of methods to help adults learn how to constructively work with youth and other adults and to help youth work together on community issues.

Clockwise from top right

- Lee Day, NERCRD
- John Woodard, MO
- Jack Bergstrom, PA; Ernest Morreira, RI:
- Lydia Reidy, NY
- Anne Rideout, CT
- Emma Lee Tuttle, NH



LAYING THE GROUNDWORK FOR CRD OPPORTUNITIES

BEST COPY AVAILABLE

ADMINISTRATIVE SUPPORT 4-H/CD

Edward Rapping, Ph. D.
Division Leader, 4-H Programs
West Virginia University

I like the term "administrative support." At least I like it much better than administrative direction. My reason for this preference is that administrators do very little directing and rely on support as a major mechanism for achieving program objectives.

Administrative support in Extension includes the allocation of relatively limited resources and the encouragement of staff. At times there are staff changes where new directions may be attempted, but in the main, support is the encouragement of workable alternatives.

I have never had a supervisor who couldn't do an excellent job of helping me get my job done. I've only had 12 immediate supervisors in my career, so I'm sure my sample is biased, but I have never had any trouble getting the support I needed. Early on I discovered that there were some steps I could do to help my supervisor be successful in supporting me. One of those steps was to carefully analyze my supervisor's job. What was it he or she needed to get done. A second step was to analyze the individual. How did he go about his task? What did he like and dislike about his job?

With that data in hand, it was then and is now far easier to design my work in such a way as to secure support. I help the supervisor get his job done, and I get support for doing my job. Now you may say that it seems like a lot to expect you to figure out how to do your boss's job before you decide how to do yours. But I submit that there is a principle here even more important than the Peter Principle.

I call it the Rapping Principle. It states that when you cannot understand your boss's job well enough to help him or her get it done, you have been promoted beyond your level of enjoying your work. Mutual support is a critical ingredient to both satisfying and productive work.

I would like to spend a bit of time on the determinates of administrative behavior. For this paper, I will maintain that administrative support is the product of two elements.

One element is the CURRENT ENVIRONMENT in which the administrator of the administrative group works. This environment is influenced by legislation, legislative interest, executive interest, client response to programs, staff input and a host of other influences that focus on administrative decisions.

A second element in administrative decisions is the WORLD VIEW which grows out of the administrator's experience and approach to situations. This world view includes the personality and educational experience of individuals and groups. The world view factor makes it possible for different individual administrators and administrative groups to deal with similar current events and arrive at different conclusions.

Since I have defined world view as an important factor in determining behavior, it would be appropriate to state a few elements of my view. These are some of the background information and attitudes that I will use in discussing administrative support in the 80s. I am sure that you will read between the lines and ascertain many other strengths and weaknesses in my world view as we go forward with this discussion.

Today I see western culture in the midst of a major transition. It took millions of years for our economy to grow from a food gathering to an agricultural production base. It took thousands of years for an agricultural society to develop into an industrial society. It has taken a few hundred years for the industrial age to mature. It is my view that we are in transition to a post-industrial age.

The influences directing this change are no great secret to the average citizen today. They include a world population which is rapidly expanding and the pressures that result as more people participate in the consuming patterns of an industrial society. People and industry have placed pressure on the physical resources of air, water, land and minerals which has vastly changed the costs of these resources. Such a change will be of the magnitude that historians will call a new stage in civilization.

It can be pointed out that population growth in the United States had slowed and that our internal economic developments are influenced by shifts of population among regions of the country. But, it has to be noticed that the world situation influences our approach to world markets for our energy and other resources. It must further be recognized that even if the world population were static, there would be great pressure on world resources if only a few of the peoples attempted to achieve the level of consumerism practiced in the United States.

Increasingly the United States is faced with an environment which cannot be controlled within the continental boundaries. Further exploitation of resources from abroad will be in competition with a growing world population that would like to achieve our standard of living.

If I knew exactly what the post-industrial age would be, I would not be here. I would be off making a fortune on it. As it stands, I believe that the most important dimension is change. I further believe that the direction is being worked out by people who are affected.

In that regard I believe that we in Extension are in a central position. We have the skills and knowledge which will help people resolve these new pressures on their lives. We can facilitate the work of people learning to cope with change and help them direct their own destinies within the constraints of a new world situation.

Philosophy of 4-H

If my view of the world sounds a bit futuristic, I should add a few comments relative to my philosophy of 4-H. I am basically a fundamentalist in 4-H methodology. I grew up on a farm and have worked in agricultural states. I happen to believe that animal projects are about the best design ever put together by educators. While many were waving the banners of "4-H Ain't All Cows and Cooking," I was leading counter demonstrations. Agriculture and home economics may not be the total commodity, but they still represent some of the best content we have to work with. And besides, it is uncouthly agrarian to use the contraction "ain't."

Supporting agricultural and home economics subject matter is not my only claim to being a fundamentalist. I also believe that clubs lead by community volunteers are the most powerful units we have to work with in 4-H. And before I confess to any weakness in my faith, let me add that I believe the best community development work to be done in 4-H can be done in existing 4-H clubs under the direction of community volunteers. This is certainly not a new idea. Four-H clubs have been involved in community activities in my home community for at least 50 years.

Now, I would like to state a basic assumption in my view of 4-H. That assumption is that 4-H needs to be designed and organized differently in each community and county. This assumption is based on differences in a number of variables including leadership patterns, buildings and facilities, transportation, interaction patterns in the community, the 4-H history in the community, the training and experience of 4-H professional staff, the program goals of the participants and other items. As we consider the question of administrative support, you need to know that I do not believe in any one correct answer to even the same question. All 4-H methods have their place, but we have a lot to learn about fitting a particular situation with the proper method.

Being fundamentalist does not imply being anti-community development. As I have already said, my 4-H experiences have been very much involved in the community. And being fundamentalist does not rule out special interest or school enrichment. All of our methods have their place. But it does imply a healthy respect for the proven methods of the past and a concern that 4-H experiences provide opportunities for the total growth of the individual.

I believe this direction is supported in 4-H as indicated in a set of national goals. Areas of growth indicated in the new national goals for 4-H include:

- . developing self concept
- . learning to get along with others
- . development of leadership ability
- . ultimately participation in community affairs.

I find it hard to achieve all of these in one hour or six hours. For that reason I believe that some of the community development effort of 4-H should include elements which affect organized clubs.

Climate

If you have been around education during the past five years, the word ACCOUNTABILITY is not new to you. It has become during the 70s a central concept in Extension and all of education. It will not go away easily in the 80s. In fact, I expect that increased pressure on budgets will increase the call for removal of waste, removal of duplication and increases in efficiency.

Based on the assumption that this emphasis on accountability will continue, I am committed (and I believe most administrators are) to take the steps necessary to empirically document the program benefits of 4-H, i.e. volunteer time, self concept, leader time. Studies need to be developed to support the program with OMB and state and local budgetary units, but they also are needed for us to make good program direction decisions. This is not an easy task, but it cannot be ignored.

Not all benefits for 4-H programs can be empirically documented or communicated through scientific studies. For this reason I support a public relations program which helps our clients communicate their interest and feelings to decision makers.

I might stop here and say that in my experience, 4-H involvement in community development has great potential for illustrating to state and local officials the benefits of Extension programming. When Extension programming helps local officials accomplish their goals and deals with the problems officials are interested in, local government support for 4-H can quickly grow.

I had personal experience with a 4-H program built around solid waste concerns. This was done at a time when county government was working on the solid waste problem, and out of this effort we saw a shift in attitude toward 4-H. This shift was one of the major factors in securing county board funding for a full time 4-H agent in the county.

Volunteers

There are three issues in the area of how we do 4-H that I would like to address. One of these is volunteerism. I have been involved in enough studies of volunteers in 4-H to be comfortable in saying that for every hour that a paid professional spends in 4-H work, a volunteer works 10 hours. Some of my colleagues maintain that the ratio is 20 to 1, but I am comfortable in saying that for every FTE of paid professional time there are 10 FTEs of volunteer time.

That figure has significance on a budget basis. Replacing volunteers with paid staff would be out of the question with current budget considerations. But I believe that volunteer involvement has an even greater impact on the qualitative dimension of 4-H. It is of concern to me that our youth spend a great deal of their time in youth centered institutions. They have very little interaction with individuals who work in the community in various roles. I think it is very important for youth to have experiences with people in the community and I believe that 4-H can provide many opportunities for that kind of interaction.

Now as I speak of volunteer effort, I can hear a number of you thinking "that is all well and good, but let's take into account the real world." More people are employed. More people are busy. It is harder to find a volunteer who will devote the time required by a 4-H club.

Yes, in many ways it is more difficult, but in many ways it is easier. What is required to deal with the modern volunteer situation is an improved management system. We will need to expect to work with a greater number of volunteers who will be more knowledgeable about specific elements in which our group would like to participate but who will not be willing to go through the years it takes a volunteer to learn all the ins and outs of our complex program. Undoubtedly, some of our volunteers who have gone through that process will become middle managers, and they in turn will supervise a larger core of specialists dealing with particular elements of the program.

I believe that in the arena of local government and community development there is a large group of relatively untapped resource persons who could be secured as volunteers in a 4-H educational program. In my county experience, judges, attorneys and police supervisors were most interested in programs which would affect youth and their development. These represent but a few of the kinds of individuals who can be involved as volunteers in 4-H.

I also believe that some of the life style changes of the future will lend themselves to increased volunteer involvement in 4-H. As transportation becomes more costly, I expect more activities on a family and community basis. Some of the other trends we see in "back to the land" and other value shifts suggest an increasing interest in community based and family based activities.

Linkages

A second area of maximizing our resources is the idea of linkages with other organizations and agencies. I will admit that I have often been personally uncomfortable in working in this area. It would often be a lot simpler if we did our thing and they did theirs. But I am convinced that if Extension is to do its job in the '90s we will have to strengthen our linkages with other organizations and agencies.

I expect governmental and client pressures against duplication of efforts and increased coordination of services. These pressures will indicate a need to mend the fences and cooperate to serve the clientele to all organizations and agencies. This process will prove to be a real challenge to both administrators and program people.

On the one hand, every organization which needs fund raising would like to have 4-H youth collect for them. And on the other, 4-H will want the support of groups which may not want to cooperate. The challenges and opportunities are there and I expect to see progress in linkages with other agencies and groups during the '80s.

In other ways linkage is not a new idea. Four-H has worked closely with public schools and other organizations and agencies for many years. I might add that one of the more productive areas of linkage may be in linking 4-H as a youth group with adult groups which have functions that would be complementary. We have seen this happen with senior citizen groups, and I would

think there would be many areas of community development where 4-H could link with other interest groups to bring about community progress.

Real Issues

A third area of doing the best job possible with resources would be to place a priority on involving youth in real issues. This is a priority that might be challenged by some people in 4-H. In the 1970s we had a general trend which said we could develop youth with butterflies or model cars or anything that youth would be interested in. In general I can agree with that statement, but I also tend to think that we have an obligation to concern ourselves with the substance of 4-H programs.

Now I know there is a real danger in the direction in which I am headed. We have had some very sad experiences in designing substantive programs that were fine except that no one participated. We are undoubtedly talking about a compromise between substance and popularity. And I for one am willing to trade off number games in non-substantive programs for the potential of greater benefits of involvement in more substantive issues.

Extension professionals have a unique experience base. No other group of educators has daily contact with local governmental officials and people who tell local government officials what to do as do county Extension professionals. The intimate knowledge of local government by our field staff and the research base of our universities to my mind makes Extension a very powerful force in community development in local communities. I do not see how our interest in our clients could allow us to avoid assisting them in dealing with the challenges and changes which will shape their future and ours.

Let me summarize in this way. I believe Extension programming is primarily a matter of bringing together a need or problem and the resources needed to meet that need or solve that problem. I further believe that Extension has access to a great many resources which can be productively utilized in addressing community needs and concerns. These resources include the proficiency of our staff in handling group process and public issue study as well as the technical subject base of our universities.

We in West Virginia have had good experiences with our College of Law and College of Business as additional resource bases for Extension community development. I realize that each land grant university has its own structure, and some are easier to access than others, but each has its own access point if we take the initiative.

Our resources also include the knowledge, experience and ability of the many potential volunteers who are available to us in communities and the agencies and organizations who exist by our sides.

As I look at our future, I have a great concern that we, in this world community, develop our ability to manage our communities and govern ourselves. I believe Extension 4-H has a major role to play in the future of our nation and our world.

HITTING YOU WITH CRD OPPORTUNITIES

John Woodard
State Community Development Specialist
University of Missouri

The general intent of this session is to demystify community development in the eyes of the participating 4-H agents. My purpose is to create an environment through which you will be more receptive to follow up content presentations concerning a variety of substantive community development topics.

We need to look at some key assumptions and observations concerning community development. In a sense it can be viewed as a practical social philosophy involving certain key principles. These principles are:

- . People should be involved in making decisions which will effect them (democratic decision making).
- . Citizens have the knowledge, skills and resources to help themselves (self help).
- . Public organizations should encourage and foster broad and diverse citizen participation (broad participation).
- . Local people are in the best position to identify and solve local needs (felt needs).
- . The best way to solve community problems is through an integrated approach to problem solving taking into account the wholistic nature of the community.

Then there are some assumptions concerning Extension 4-H work in general that we must recognize.

The rationale for doing something often times is more important than what is actually done. A worker's rationale or orientation to a given situation is the key for taking advantage of CRD opportunities.

There are four legitimate "worker orientations" which are major factors in youth work.

1. The Big Picture Orientation

This orientation suggests ways in which the youth organization (4-H) can be used as a tool for addressing larger societal concerns and issues at the community level.

2. The Organization Person Orientation

Workers taking this orientation would come from the point of view of saying, "How can I use community resources as a way to enhance the image, credibility and impact of the organization."

3. The Youth Advocacy Orientation

Workers taking this point of view would come from the position that their job is to focus in on youth as a special population or special interest group and do whatever is necessary to leverage resources in support of that special interest group.

4. The Therapist Orientation

With this orientation, workers would look for ways to treat the problems of youth, particularly through rehabilitation.

All four of these orientations are legitimate in terms of 4-H work. However, only the first and to a lesser extent, the third provide the basis for a worker to respond to CRD opportunities which are consistent with the five principles mentioned earlier.

Common Situations Having CRD Potential

Let's look at the situation of organizing a traditional 4-H club. A small group of parents has contacted the 4-H agent and expressed the desire to organize a 4-H club. What are some possible responses (orientations) to this problem?

1. Big Picture -- How can I use the parents' expressed interests in organizing a 4-H club as a motivational tool toward getting them to clarify and access some of the existing problems and issues in their communities?
2. Organization Person -- Let's get the club organized as fast as possible so I can include the enrollment figures on this year's report to the county board of supervisors.
3. Youth Advocacy -- Here's a chance to help some of the kids in that area of the county get involved in some kind of out of school activity. I wonder what type of activities would have the greatest appeal and interest on the part of the young people?
4. Therapist -- By organizing a club, it is going to help keep the kids from getting involved in drugs.

KEY POINT: Depending upon which orientation the worker has, he or she has a totally different programming approach for each of these responses.

Here's another situation where a 4-H club leader has expressed a strong concern about lack of parent interest and involvement in 4-H club activities. Some of the possible responses (orientations) are:

1. Big Picture - Let's conduct a survey of all residents in the area and assess community needs.
2. Organization Person -- How can I get more parents to become involved and how should I remind them that 4-H has always been a family affair.
3. Youth Advocacy -- I'll have to attend the next club meeting and tell the parents how important it is for the kids to have good experiences with adults.
4. Therapist -- I'll have to counsel with the leader and try to build up her self-esteem and confidence.

KEY POINT: Not every situation holds the potential for legitimate CRD type programs nor is it necessary that every situation should.

In our last situation, a local newspaper reports that drug use among students in the local high school has reached epidemic proportions. Some typical worker responses are:

1. Big Picture -- I must take an active leadership role in organizing county-wide citizen study groups to analyze the problem and help plot strategy for dealing with drug abuse.
2. Organization Person -- We must encourage 15 of the 4-H clubs the county to plan at least one club activity that addresses the problem of drug abuse.
3. Youth Advocacy -- I need to organize a series of meetings throughout the county to motivate young people to voice their views about drug abuse to adults of the area.
4. Therapist -- We'll work to establish a crisis intervention program using local churches and targeted specifically to troubled youth.

KEY POINT: Some CRD situations involve taking the initiative rather than just responding to someone else's initiative. (The idea of "induced" felt need.)

COMMUNITY DEVELOPMENT AS GROUP PROCESS

Daryl K. Heasley, Ph. D.
Associate Director
Northeast Regional Center for Rural Development

Governors of our many states recognize the community problems that exist in this land. At the National Governors Association meeting in August 1980, the NGA Committee on Community and Economic Development with Dick Thornburgh, governor of Pennsylvania, as chairman set seven goals.

Four addressed economic development, one addressed housing. The sixth goal was to promote community conservation and revitalization in distressed areas and to assure orderly growth in areas experiencing rapid development.

The seventh was to preserve the natural and cultural heritage of all Americans, promote wise development of natural resources and ensure cultural development to enrich the quality of life for all citizens.

The report of that conference continues: "A national policy of community conservation and development is needed to provide a framework for public and private efforts to maintain and improve the quality of life that Americans enjoy."

The governors recognized the special needs of small communities and rural areas and understood that their diversity presents unique problems and opportunities. The variety of social and economic conditions and needs in small communities and rural areas argues against a uniform national solution to their problems.

The governors report also looked at problems of distressed cities -- pollution, poor public school systems, fear of crime, congestion, high taxes, physical decay and the need for space. Unemployment, particularly among minority youth, remains persistently high in major cities. Haphazard land development and inadequate public services and educational facilities also plague the cities.

There is a problem in meeting public capital and physical infrastructure needs. Investment has not kept pace with need. Roads, bridges, rail systems, water systems, schools and other facilities are unsafe or unproductive. We need to address both decaying and rapidly growing areas, the report says, and deal with the evident economic dislocations.

The governors, unknowingly, fit all the case studies and round table programs of this conference into their endorsement of federal, state and

local policies to address. We need to examine community development as a process these three days through some commonly used and successful process models.

Where CD Comes In

Let's define a few terms first.

- . Community -- a group of persons within an area who have something in common.
- . Development -- persons working together in groups to make their lives more productive and enjoyable and improving the community through group action.

Ron Powers, Director of the North Central Regional Center for Rural Development, says that community development is a process with a purpose.

The question is "How does one involve persons in a process with a purpose?" In our case, "How do we involve young people in the process?"

Let's take a look at several ways to consider the process of involving others.

Howard Tankersley, SCS (formerly SEA/CD), says we should:

- . Allow and encourage youth to capitalize on their own experiences and strengths and upon their own resources first in implementing needed changes.
- . Allow youth to gain from each other's experiences and knowledge first to identify information, knowledge or resource gaps and then to gain from outside organizations those resources, knowledge and information still needed.
- . Allow youth to gain from each other's strengths.

Now we know that 4-H is structured to permit youth to accomplish these ideas. They're in peer groups; we allow for youth differentials; we utilize junior or teen leaders, and there's youth-adult interaction.

What's the best way (process, we call it) to involve them in the resolution of a community problem as defined by them? In a nutshell, groups need to:

- . Identify the problem
- . Gather information
- . Reach a decision
- . Act
- . Evaluate

This requires an analysis of the prior situation. It means creating interest in the problem. It calls for program legitimization in the eyes of community leaders and citizens. It requires involvement of many people with a successful means of communicating among the citizenry. And finally it means an evaluation.

The following diagram illustrates the key ideas in the common process of community development.

<u>Situation</u>	<u>Leadership</u>	<u>Communication</u>	<u>Program</u>
Prior/Current/Desired	Informal/Formal	Own group/Community Key individuals	Organizing/ Carrying out and Evaluating

The greatest problem with successfully resolving the problem comes when groups omit the "prior" situation. This antecedent must be built into programming if the desired outcome is to be realized.

The greatest leadership problem is "turf maintenance." You need to help leaders maintain turf while convincing them that a change is necessary.

Communication is telling the same story to all. You need to find ways to assure that communication is being received as intended. Time spent on this aspect is profitable.

Finally in the program, you want to know what factors need to be considered in organizing and carrying out the program and how and when you will evaluate it.

The case studies and programs shared during the round tables illustrated each of these key ideas -- watch for them in the write ups.

Formal Models

To carry models for process a bit further, I'd like to remind you of a model from Iowa State and one developed at Penn State.

Mulford and Klonglan, two sociologists from Iowa State, have developed a model for "stage setting" in relation to the resolution of community issues.¹ Their model is particularly focused on the notion of creating coordination among organizations.

The key elements are:

- . Problem definition.
- . Problem scope.
- . Identification of key organizations that must be involved if the problem is to be resolved.
- . Determination of 1) key organizational commitment to problem, yes or no; 2) key organizational commitment to coordination, yes or no.
- . Determination of resources needed and those provided potentially by each key organization.
- . Laying out of key organizational responsibilities, resources and timetable together with a monitoring mechanism.

Another variation of the social action process is described in The Process of Developing Programs to Meet Educational Needs prepared by The Pennsylvania Cooperative Extension Service.² The key elements of this process are:

Planning

Analyze the situation by obtaining information from appropriate sources and collecting data and information needed to review trends and analyze situations relevant to your community.

Identify major problem(s) of primary audience.

Diagnose problems that continue to need Extension input.

Consider and identify resources needed and available.

Determine various constraints placed on process to date.

Consider alternative ways to solve problems.

Determine problem priorities for a specified period of time.

Select preferred solution.

Evaluate process to date.

Implementation

Organize (identify, locate and secure) appropriate resources. These include time, personnel, money and facilities. Be sure these resources are listed in order and sequence and are ready for mobilization.

Act

Seek optimum use of organized resources.

Make adjustments as needed.

Arrange necessary program management mechanics.

Evaluate process to date

Gather appropriate data from educational programming.

Choose methods of reporting to highlight accomplishments.

Thus we have come full cycle; community development is a process with a purpose. Always this purpose is the amelioration of a felt need by some segment(s) of the community. These felt needs are reflected in the case studies and round table programs of this conference. Social, economic, cultural and political felt needs will be addressed through sharing of successful programming by our colleagues throughout the northeast. Using any one of the models just highlighted, follow these successful programs through the process. Then place your own programs into the process to help point out details properly taken care of and ones that need work for successful outcomes.

NOTES:

1. This model is especially useful for resolving a community issue that requires resources from several organizations. For a full discussion and suggested strategies to implement this process, see Mulford, C. and Klonglan, G., Creating Coordination Among Organizations, North Central Regional Extension Publication 80, Iowa State, Ames, August 1979.
2. A full description of this process, tied into the EMIS system, is available from Dr. Thomas B. King, Director, The Pennsylvania Cooperative Extension Service, 323 Agricultural Administration Building, University Park, PA 16802.

WHAT IF MY NOSE NEVER STOPS GROWING?
A DISCUSSION OF DEVELOPMENT IN YOUTH AND ADOLESCENTS

Gary L. Schilmoeller, Ph. D.
School of Human Development
University of Maine at Orono

Characterizing the developmental patterns of youth (from the ages of seven or eight) through their adolescent years is an awesome task under any circumstances. Attempting to give a comprehensive view of these developmental patterns within the constraints of a single short presentation certainly would be a foolhardy exercise. Instead, I propose to discuss two general concepts that can be useful for organizing the study of any aspect of human development.

The first concept is that development usually follows an orderly sequential progression. If we talk of physical development, children sit before they stand, stand before they walk, and walk before they run. In language, children usually understand words before they can use them in speech. I will use this framework to try to highlight some of the physical, social-emotional and cognitive or intellectual milestones of children from eight to 18.

The second concept is that chronological age does not cause development to occur. In other words, a toddler does not speak in two word utterances because s/he is 18 months old nor does a boy grow a beard because he is 16. Rather, age exists independent of when a child reaches specific developmental milestones.

In the last part of this paper, I will highlight the individual differences in rates of development in children, noting the lack of synchrony between chronological age and developmental age. Throughout the paper I will try to suggest implications for adults who work with youth as I develop these two themes.

Physical Development

Middle Childhood (seven or eight to onset of puberty):

Physical development during the middle years, that is from the age of seven or eight to the onset of puberty, is not as dramatic as during the first two years of life or as during puberty. Growth in terms of height and weight will be steady as a rule. Physical attractiveness and coordination begin to be factors in popularity for these youths. Toward the end of this period (around the age of 10), a growth spurt occurs. This spurt usually occurs earlier in girls than in boys.

Adolescence (onset of puberty to 19):

With the onset of puberty, physical changes are dramatic for teenagers. The growth spurt is not uniform throughout the body. Feet, legs, hands and arms, as well as noses and ears, often grow faster than the rest of the body, at least initially. This phenomenon is called distal-proximal growth and is a reversal of growth patterns during infancy. The fact that scientists have a specific label and explanation for the phenomenon does not lessen the embarrassment felt by the individual teenager who wonders whether her/his nose will ever stop growing or why he has to buy adult-sized shoes while his other clothes still fit.

Increments in height and weight are only one of a variety of physical changes that are occurring. The onset of menstruation in girls, ejaculation in boys and changes in sex organs of both will be accompanied by secondary changes such as breast formation, appearance of body hair and voice changes. These physical changes will occur earlier in girls than in boys on the average.

Interest in the opposite sex, which will have existed throughout the middle childhood period, will be much more evident now. Adolescents are struggling with physically mature bodies but no clearly acceptable social outlet for their sexual desires. The media hype and adult models that proclaim the importance of sexuality can exacerbate this dilemma.

Applied Implications:

Reflection on these general patterns of physical development leads to some thoughts regarding working with youth. We noted that physical appearance and coordination are related to popularity within the peer group during the middle years. (In many instances this relationship continues on into childhood.) Adults working with these age groups might be alert to the less well developed child to see that she/he is not isolated from groups.

Reinforcing whatever positive physical, social or cognitive skills such an individual does possess may ease the individual through an awkward period as well as sensitize other children to multiple strengths that individuals possess. Some authors translate this issue into terms of enhancing the self concept of the individual and observe that the issue is relevant to adolescents as well as younger children.

During the transition from the middle years to adolescence, the earlier onset of the growth spurt in girls relative to that of boys may have implications for grouping children. Groups with both sexes of the same age may not function as smoothly as they did in earlier years. The earlier sexual maturation in young women often is correlated with interest in older males who are at the same stage of sexual development.

Cognitive Development

Middle Childhood

Cognitive development during the middle years of childhood is characterized by refinement of problem solving skills. Children perceive a problem, call upon memory to compare the problem to past experiences,

formulate possible solutions and try them out. However, they still are bound generally to concrete immediate problems and do not think in abstract terms. Another point to remember is that during these middle years the children most often think in the present rather than in the future.

Adolescence

Cognitively most adolescents move beyond thinking and problem solving based solely on those facts they have experienced. Future orientation of thinking begins to influence them, too, as career planning is introduced to them by the adults in their environment. Finally, many (though by no means all) adolescents achieve the ability to think in abstract terms. Thus they are now capable of conceptualizing ideal situations (e.g. all people are created equal), comparing these to real facts (e.g. inequities in social status, economic status, physical capabilities and life are real) and noting the discrepancies.

Perhaps a specific example might help clarify how problem-solving skills develop over time. Consider a problem where one is presented with a fulcrum, a board, a three pound weight and a six pound weight with the instruction to balance the weights on the board atop the fulcrum. Most four year olds will not be able to solve the problem. A seven year old may realize that one weight belongs on each side of the fulcrum but not realize that distance of fulcrum to the weights is important. By later childhood (say around 10), trial and error experimentation often results in successful solution though children cannot explain the principle.

With the ability to think abstractly and to hold several variables constant mentally, many adolescents would be able to think through the problem, execute the solution and then explain the solution. They could verbalize the fact that the lesser weight of three pounds must be compensated by placing the fulcrum closer to the heavier six pound weight.

Applied Implications

Knowing that younger children tend to have fewer experiences upon which to draw for solving problems and that they tend to think in terms of past and present experiences, adults should be less inclined to appeal to them to "think ahead" or "think before you act." Rather one might obtain better results by drawing attention to similarities between specific problems they face and their past experiences at home, at school or within the community. By encouraging them to utilize their existing knowledge in comparative ways, one might facilitate the process of problem solving or thinking.

Another caution for this younger age group is that hands on experiences or opportunities to practice skills probably will result in better learning and retention of knowledge. While this practice is true for older persons as well, it is especially relevant for this younger age when the knowledge base is not as broad.

Turning to the adolescent, two points seem particularly relevant. First, not all adolescents and adults learn to think abstractly. Therefore, we should not assume that we can talk in abstract terms without adding specific examples to illustrate our terms and ideas. Second, for those

adolescents who do grasp the concept of ideals, adults should be prepared for the disillusionment and even bitterness that may come as these youths begin to point out that adults often do not practice what they preach. Adults may want to work on the skill of noting intermediate steps to an ideal goal so that adolescents can be motivated to at least try to change the reality they see so that it more closely approximates the ideal they have conceptualized.

Social Development

Middle Years

During the preschool years, children have difficulty taking someone else's perspective. Rules of ownership, apologies for hurting others and lists of what is right and wrong behavior mean something to very young children primarily because adults say so and enforce some rules regarding these situations. Children in middle years are beginning to take the perspective of others. This fact facilitates their understanding that some standard rules govern society's behavior.

Quite probably the increased interaction with peers in school and with significant adults outside the family context help develop this ability to take the perspective of others. Rules that previously were promulgated and enforced primarily by the family also are held and enforced by other adults. Further, interpretations that a group of children bring to a single event differ according to their particular past experiences. These different interpretations can help an individual expand his/his own perspective of analyzing events.

Adolescence

Social development in adolescence often involves a struggle for independence that may result in conflict with conventional sources of authority such as family, church, schools and community agencies. Peers often become an important support group for an adolescent because they share the experience of similar changes as the individual and because they often encourage the individual's conformity with peers. Adolescents frequently are in an unenviable position of being told "act grown-up" without being allowed responsibilities and decision making authority of adults. In their attempt to achieve an identity as a responsible adult, they find themselves in conflict with adults who still view them as children.

Applied Implications

One of the most functional skills adults can develop for facilitating social development in children is the ability to guide decision making through questions rather than directives. Let us consider an example.

Suppose I am working with a group of 10-12 year old youths and we want to convince our town council to keep a community playground open three evenings per week during the summer. Suppose, further, that the council says no because there are no funds for hiring a supervisor. As a last precondition for our exercise, imagine that our group of children wants to picket the next council meeting as a way to get them to change their minds.

As the adult leader of this group, I might determine that the better course of action is to get a group of volunteers to supervise the playground so that the monetary concern is removed. My course of action as an adult leader might be to say, "Look, people, we'd be foolish to picket. That would just anger these councilors even more. Here is what we are going to do!"

Alternatively, I might begin asking some questions. I might ask, "How do you think they will feel if we picket?" "Do you suppose they might be embarrassed and then get angry?" "Maybe they really do not have enough money for this supervision. Can we think of a way to help resolve that problem?" "I wonder if we could get a list of people who might agree to volunteer to supervise, and then we could present that information to the council?"

I think that you begin to see how time consuming this questioning process can become. Yet this process can be used with either of our target age groups. For the younger child, this approach can direct their attention to the variety of factors that influence other people's behavior, thus fostering the appreciation of others' perspectives to which we referred earlier. Remembering that younger children still are bound by more limited experiences and do not think abstractly, this process probably would entail specific questions that contain implied courses of action.

With older children, and especially with adolescents, this leadership process affords the opportunity for youths to begin to accept formal responsibility in decision making but with direction from adults. Adults who use this skill effectively have the opportunity to teach adolescents how to "act grown up" instead of just telling them to do so and expecting the adolescent to know how to automatically.

Differential Rates of Development

In the preceding paragraphs, I attempted to characterize the patterns of physical, cognitive and social development during the middle years and adolescence. The predominant theme I want to emphasize is that the sequence of development is important. An unfortunate tendency of many adults working with children of any age is to ask, "At what age will she/he be able to (walk, talk, "mind," be responsible, start menstruating, whatever)?"

I say unfortunate tendency because the age norms that are cited to answer these questions represent mythical children, children who are derived from statistical analyses of data collected of large groups of real children. For each norm that exists, there coexists a range of chronological ages during which the particular developmental phenomenon might appear. Take walking for an example. The average age at which children begin walking unassisted is 12-14 months. Yet many children walk as early as 9 months or as late as 18-20 months. These children should not be considered "abnormal" simply because they do not conform to the statistical norm. Rather they represent the individual differences in the rates of development.

How does this relate to working with the target age groups for this audience? Many social institutions that serve children between the ages of six and 18 group them by chronological age. Then because the ratio of supervising adults to children often is large -- that is one adult to many

children -- program planning is guided by the skill level represented by the majority of the children in the group.

For example, if I am a leader for a group of 12 children between six and eight years of age, I likely will try to plan an activity that might interest most six to eight year olds. If I am unaware of the sequence of normal development and I have several children that continually misbehave, I may attribute their misbehavior to the fact that they are spoiled children. The reality might be that their behavior is a function of being developmentally younger than their peers even though chronological age is equal. To compensate for these developmental differences, I would need to individualize plans. To individualize plans, I must know something about sequences of normal development.

I deliberately described a situation where the age range of my children was limited to three years. One can see that the wider the age range of a group, the more pronounced this phenomenon can be. If one works with a span of eight to 14 year olds, some will be younger than eight and some older than 14 developmentally speaking. The behavior differences between these extremes might be so great that children will act up, or appear to act up, simply because they are too young or too old developmentally to fit the group. Recalling that the onset of puberty occurs earlier in girls relative to boys, the period from nine through 15 might be particularly vulnerable time for this asynchrony of chronological and developmental age to appear. For adults working with youth and adolescents, knowing that these individual differences exist and knowing something about the sequential patterns of development can benefit initial program planning and can alert one to the need for checking the child's developmental capabilities when failure occurs as opposed to looking at the child as deviant.

Summary

Those of us who work with youth outside their formal family contexts often have a favored position of influence with them. As "significant other adults in their lives," as psychologists sometimes call us, we will be recipients of confidences from these youths that even their parents may not share. Thus we have a responsibility to exert our influence wisely. If we know the sequences of developmental phenomena that most youth experience and maintain an alert eye to the individual differences in timing of developmental changes, we will present to youth an appropriate model of the respect for others that we are trying to inculcate in them.

Suggested Readings

- Ault, Ruth. Children's Cognitive Development. New York: Oxford University Press, 1977.
- Elkind, David. Children and Adolescents. New York: Oxford University Press, 1974.
- Erikson, Eric. Childhood and Society. Second edition. New York: W.W. Norton & Company, 1963. (especially chapter 7).

Havighurst, Robert J. Developmental Tasks and Education. Second edition.
New York: Longmans, Green & Company, 1952. (Somewhat dated, but
excellent framework for organizing ideas regarding developmental
tasks from birth through later maturity.)

McIntire, Roger W. Child Psychology: A Behavioral Approach to Everyday
Problems. Kalamazoo, MI: Behaviordelia, Inc., 1975.

Clockwise from top right

- Ed Rapking, WV
- Herb Engman, Chloe Wacenske, NY
- Faith Schottenfeld, Daryl Heasley, NERCRD
- Albina Woodruff, PA
- George Whitham, CT
- Patricia Millar, CT; Kathleen Butz, PA



COMMUNITY RESOURCE DEVELOPMENT AND YOUTH

INTERACTION OF YOUTH AND ADULTS

Otis Curtis
4-H Specialist
University of Massachusetts

When youth and adults interact, it's what youth think adults mean that counts. And sometimes what youth think adults mean is not correct. Other times it is. Youth often find a meaning behind the words that belies the words.

Kids are going to learn one of two things in their interaction with adults. For instance:

- | | | |
|--|----|--|
| 1. Adults just want help in solving their own problems. | OR | 1. Adults have a sincere interest in helping solve youth's problems. |
| 2. Adults might pretend to listen to youth, but always do what they want anyway. | OR | 2. Adults recognize that youth can make an important contribution to planning. |
| 3. Adults don't have any time for people whose interests and opinions aren't the same as theirs. | OR | 3. With a little consideration by leaders, everyone can feel a part of a community's efforts to improve. |
| 4. Hogging the credit is an important part of community service. | OR | 4. Good feelings are generally what keep people involved. Everyone's contribution should be recognized. |
| 5. Adults want youth involved to do the dirty work. | OR | 5. Adults have a sincere interest in helping youth develop into successful adults. |
| 6. Adults run programs "for youth" without incorporating the needs of youth as expressed by youth. | OR | 6. Adults are truly interested in programs that serve the needs of youth, not just adult-serving programs labeled youth-serving. |
| 7. You can't fight city hall. | OR | 7. Citizen involvement can make a big difference. |

It's important that we involve youth with adults in the community. But in that process we must watch the treatment of youth. Don't let them be pushed aside, overlooked or ignored.

When adults work with youth, they need to become aware of the needs and orientation of youth. Otherwise adults may become locked in unnecessary turf and power struggles in what should be good learning experiences for the youth but which may seem like rejections of their efforts.

THE SOCIAL ACTION PROCESS IN THE
DEVELOPMENT OF MANCHESTER, NH URBAN 4-H PROGRAMS

Emma Lee Tuttle
County Extension Agent, Urban 4-H
Manchester/Nashua, NH

We view social action in a community as a series of sequential stages in group decision making and action. And that action takes place within the group or social system which, in time, converges on a mutual goal.

Let's go from theory to the specific as seen in our urban 4-H in Manchester. I'll set the stage with the prior social situation.

During the summers of 1976 and 1977, the Manchester, NH urban 4-H program conducted a day camp for 50 youth at a facility owned by the city of Manchester. The facility was a 10-room Victorian manor on eight acres of forest land with waterfront on Pine Island Pond. It's located three miles from the center of Manchester. Summer day camp there during '76 and '77 was very successful and found great neighborhood support.

They say social action starts with a problem with people. Well, Manchester has a problem with people. It's the largest city in New Hampshire with 97,000 population. And nearly 58 percent of the total population of New Hampshire lives within 30 miles of Manchester. This community faces problems associated with rapid development including few after-school educational opportunities for youth and lack of recreational facilities.

There was little available for outdoor education as only a few shrinking plots of land were left in the city. But a small set of people can make the difference. With support from an environmentalist, a school administrator, a representative from the mayor's office and a newspaperman, the 4-H staff met with officials from the Manchester Parks and Recreation Department. They had been pleased with the community feedback on 4-H day camp and were willing to discuss 4-H utilizing the Pine Island location on a year-round basis.

The city OK'd this, and with the relationship formalized through a lease agreement between the Hillsborough County Extension Service Council and the city, year-round programming began through urban 4-H.

To enlist the power of the people and diffuse the idea among them was seen as crucial to the year-round continuation of the program. So throughout 1978 there were numerous planning meetings addressing the needs of youth. Those committed individuals now have evolved into the 12 members of the Manchester 4-H Advisory Council. They represent consumers, investors and politicians.

Outdoor Education

The uniqueness of this outdoor education program seemed to gather more and more believers. The yearly day camp programs expanded. Schools, youth-serving organizations and 4-H clubs had an interest in utilizing the facility. These requests generated a field trip program in which there were 1,400 participants in the first four months of 1980. This program, primarily for 9-12 year olds, touched on maple sugaring, canoeing, pond ecology, Indians, the outdoors and the arts, biotic succession and more.

There also was a need for after school programs as youth experienced problems as a result of idle time. "After-school adventures" became a reality. Subjects ranged from winter ecology to woodworking, to wild plants to streams, rivers and ponds. These were real learning forums for these city kids.

With the development of the Manchester 4-H Teen Council, youth devoted time and hard work to develop a resource center of their own at Pine Island. There they made plans to help on the trail renovation and most recently in the teen resource center produced a city-wide 4-H teen newspaper called "A Voice for Teens." This they write and distribute to teens through schools, libraries and youth-serving organizations.

More and more 4-H clubs use the Pine Island facility. Adult community education workshops, everyone with excellent attendance, reinforce the fact that the Pine Island 4-H Outdoor Education Center continues to meet the needs of Manchester's residents.

What you saw in the slides is an example of the social action process in the development of this diverse 4-H program at the Pine Island Center from that original 4-H day camp.

Cooperation of Many

To bring you up to date -- during 1979-80 alone, funding efforts secured \$9,000 from private support for program and building equipment. In addition to this there were numerous material contributions and more than 1,500 volunteer hours. The city of Manchester provided us with free use of the facility with land assessed at \$120,000 and the house at \$42,000. Manchester Parks and Recreation Department provides yearly snowplowing, rubbish pickup, use of heavy equipment, tables and chairs. And the Manchester School Department is generous with equipment as well as staff time in terms of membership on the 4-H Advisory Committee. Finally the Hillsborough County budget shows support of \$21,145 for fiscal year 1981, an increase of \$8,945 over 1980. With this type of concerted effort and support, the Pine Island programs continue to grow.

The urban 4-H staff sees the value of cooperative planning. In 1979 with the director of the mayor's office of youth services, they were instrumental in bringing together more than 50 representatives of human services and more than 50 youth to develop a comprehensive youth policy for the city. This was a step toward commitment to action.

All involved helped formulate a framework for coordinated action among youth-serving organizations in five major areas.

- . family life
- . education
- . employment
- . recreation
- . juvenile justice

Definite goals were set forth through this youth policy conference. Urban 4-H went to work to accomplish one of the goals -- improved youth employment. The creation of the 4-H Job Express Program began by helping youth to prepare for a job. It was an attempt to break the troubling cycle of poverty and frustration of teens and their families.

The 1980-81 urban 4-H plan of work defines this situation and outlines specific objectives designed to meet this community's goal of youth employment. The 4-H Job Express Program outlined in the case studies of these proceedings explains how we:

- . mobilized the resources and
- . launched the program

Now we are working through the action steps, evaluating as we go.

CITIZEN INVOLVEMENT TRAINING SERVICES

Maurice Tougas
Regional CRD Specialist
University of Massachusetts

Training for citizen groups is being offered on a limited basis by Cooperative Extension Service agents in seven Massachusetts counties. This training is carried out with the assistance of the Citizen Involvement Training Project, a team of seven Extension specialists based at the University of Massachusetts at Amherst and supported by a grant from the W.K. Kellogg Foundation.

Citizen involvement training helps organizations become more effective -- more successful at clarifying and achieving their own goals. The training is tailored to the needs and interests of the individual group. Topics frequently addressed include:

- . Recruiting and maintaining membership and motivation
- . Staying in touch with community needs and issues
- . Holding effective meetings
- . Setting up an organizational structure
- . Planning and carrying out special projects
- . Raising funds and proposal writing
- . Managing finances
- . Developing publicity, including access to the mass media
- . Building community support for activities

Regardless of the topic, the emphasis is on a practical, "how-to" approach. The lecture method is used very little. Instead, Cooperative Extension trainers in the seven counties involved in the project meet with group leaders and members to identify appropriate methods of active learning. Some possibilities are:

- . Simulations and role playing
- . Problem solving sessions (addressing the real issues of the group)
- . Demonstrations of step-by-step processes for goal setting, program planning with guidance in applying them
- . Discussions focused on group problems
- . Consultations on agenda setting, information gathering or other on-going group activities

In addition to these methods, the trainer helps the group make the most of the training activities which often go on spontaneously. These might include:

- . Skill sharing (how to run the mimeo machine, how to chair a meeting)

- . Informal apprenticeships
- . Fact finding and individual research
- . Reflection on group successes and difficulties

We're working with a limited number of groups so they can be assured of receiving enough help over a period of months to really "make a difference" in their effectiveness. The actual schedule of workshops or other training activities will be based on the group's needs and meeting schedule. It is hoped within a year (and often less), a group's training needs will have been successfully addressed and a reduced level of assistance from the Cooperative Extension Service will be appropriate. At that point it will be possible for Extension to take on new organizational clients for citizen involvement training.

Citizen Involvement Training Project

1. Identify community interest.
2. Develop initial contacts.
3. Develop understanding of the community: economic indications, power analyses, historical patterns, employment trends, housing and demographic patterns, community make-up, segments, etc.
4. Selectmen appoint council of interested youth and adults.
5. Council sets goals and objectives.
6. Council conducts needs assessment using preliminary interview survey with targeted groups, segments and individuals in the community.
7. Compile data getting community concerns, problems, visions for the future and names of interested citizens.
8. Check out with groups, segments and individuals that have been overlooked.
9. Do more interviewing if necessary. (Remember information gathering plays many roles in the citizen involvement process.)
10. Talk with the youth council about holding a general community meeting, "Charette style," if this was not incorporated previously into the objectives.
11. Develop a list of those who should be invited to the community meeting. With groups/segments in mind, prepare a PR and media campaign.
12. Compile all data gathered to this point and package for distribution.
13. Plan the community meeting utilizing as many local resources and segments of the community as possible.
14. Hold community meeting to develop concensus on gathered data. Set community goals. Translate goals into committees that will deal with general areas.

15. Develop committees using CES resource people and CES/CP core team.
16. Help committees develop strategies and time lines utilizing CP methods learned and now led by youth council members.
17. Report back to the community meeting, monthly, bi-monthly, etc.
18. Prepare and develop future structure for a yearly community meeting to set new priorities and follow up on old ones.
19. Follow-up by CES resource people and core team.

INTERRUPTION OF PROCESS -- Be prepared for a Crisis/Issue like Proposition 2-1/2 (or 13) at any time. Time to organize.

Will need to reassess past and future strategies under Proposition 2-1/2.

YOUTH HELP THE COMMUNITY

Willis T. Wilson
CRD State Program Leader
University of the District of Columbia

In the District of Columbia, housing demographic information, distributed and supported by the local news media, suggested that energy conservation and home repair become major priorities for citizens during the next two years. This was confirmed by university and Cooperative Extension Service survey findings on both the national and local levels.

Several years ago, at the beginning of the energy crisis, many organizations sought ways to alleviate the energy situation. The District of Columbia attempted to sell the idea of urban homesteading of abandoned homes to local residents. These homes could be renovated and properly insulated in the process. Because of limited financing, this required the community to get together in their specialties to rehabilitate the run-down facilities.

Local community organizations (Metropolitan Planning and Housing Association and Neighborhood Housing Services) obtained a \$30,000 grant to assist in a restoration program located in the historical Frederick Douglas area of southeast Washington, D.C. They asked the community resource development and 4-H staffs of the Cooperative Extension Service to develop a training program utilizing youth manpower to fulfill this mandate because of our history of success with programs in the community. The youth in this program were 15-19 years of age, 92 percent black, 8 percent white.

CES Involvement

CES outreach staff identified community leaders and youth to plan a program designed to meet the needs of youth. These needs were to develop skills and knowledge of the 4-H youth so they could improve their environment. The teaching routines were expressed in terms of the degree of difficulty involved in the skills.

The university housing survey identified the inner-city areas as priority areas for this training. The CRD/4-H Extension Service utilized the social action process to develop their analysis. We selected key city areas to exhibit the skills to be learned. These locations included public libraries, community centers, schools, hospitals, churches and shopping centers and other sites where people congregate. We also used flyers, fact sheets and news articles related to the training to inform the community of the opportunities available.

In analyzing the challenge, we considered the following:

- . budget limitation
- . staff experience and background
- . training facilities and availability of sites
- . security and safety
- . media support
- . approval and support of community leaders
- . training process
- . extent of youth involvement

Evaluation

Many individuals reported saving money by performing household repairs and renovations. We saw further success on evaluation sheets, by testimonials and in house visits. Youth developed skills for part-time employment for neighborhood improvement. A local utility requested development of a plan to train youth to do energy audits. The company would provide financing of the project. Additional successes were:

- . public awareness of CES
- . more leaders for energy conservation in the District
- . jobs developed with the housing authority and other community action agencies performing weatherization tasks
- . some youth able to assist their own families with renovations and home repairs

Workshop Outline

1. Orientation

- . A summary of the mission and educational services offered by the DC Cooperative Extension Service designed to meet the peoples' needs
- . The program areas of instruction developed
- . The principle of extending community services through training of voluntary community leaders and block chairpersons.

2. Electricity -- understanding electric house wiring

- . Generation, transmission and wiring simple circuits
- . Using the service panel and knowing its functions and maintenance
- . Tools and simple repairs and replacement procedures.

3. Electricity - low voltage

- . Buzzer and bell circuits for communication and security alarm systems
- . Components and materials for L.V. circuits.

4. Window Repair -- double sash, casement, storm and thermal

- . Repairing stuck sashes, broken sash cords and broken window panes
- . Repair and replacement of window screens, frames and screen doors.

5. Interior Wall Repair -- plaster and sheetrock

- . Repairing wall and ceiling cracks and other damage
- . Joining sheetrock panels and fastening to framework
- . Finishing repairs to sheetrock and plastered walls.

6. Plumbing -- leaking faucets, washer type and washerless

- . Basic problems causing leaks and malfunctions
- . Faucet parts and their function
- . Understanding the water supply system.

7. Plumbing -- flushing, venting and sewage

- . Toilet tank parts, their function and how to service them
- . Replacing unserviceable toilet tank units
- . Installing additional pipe lines, soldering and P.V.C. conversions.

8. Insulation

- . Caulking, weatherstripping and insulation process
- . Purchasing quality and efficient materials
- . Areas to be weatherized; understanding R values
- . Installing new materials
- . Loading and using a caulking gun.

9. Fasteners and Adhesives

- . Selecting the correct fastener for each home repair
- . Procedures for selecting and installing special hardware
- . Procedure for determining the correct adhesive for certain jobs.

LOCAL GOVERNMENT PERSPECTIVE
ON 4-H/CD

George Whitham
Mayor, Mansfield, CT
Formerly Director of Extension, CT

My work in government, I find, has some bearing on CRD work. So Don Francis gave me three assignments for today. I am to show:

1. What experiences youth have had as active voting members of town bodies.
2. How we use youth in town government.
3. How youth can become involved in political campaigns.

Unless 4-H has changed since I retired, you're working with a younger group than I've been involved with in government. We use older teenagers who are making that transition to adulthood and active membership in the community.

As I got into politics, I found it wasn't much different from Extension. At least we have three things in common. We both use tons of paper. We're both concerned about people. And we both deal frequently with money.

In our town 12 years ago, we had 11 action committees developing a community plan touching on social as well as economic issues. We used youth on those committees and five of them, who still live in the area, have continued their interest in town government.

Youth served as contributing members on the education committee, the housing committee, the transportation committee and the teen advisory committee.

Involvement

Youth need intensive involvement if they are to gain from the experience of serving on a governmental committee. They should be in on the ground floor of program development, from needs assessment through the whole gamut of development.

Those on the town recreation committee found they had peer support for their efforts and that they had quite a bit of freedom in program development. That committee is having problems now and we've had to establish an ad hoc committee to try to straighten them out. We are using youth as major advisors in this effort.

On the youth service bureau, youth bring an added dimension. Here the adults on the committee, all professionals, liked to meet in the morning. We had to negotiate with the committee for a meeting time when the youth members could be excused from school to attend.

There are lots of other places we could use youth. For instance, all members of the aging committee are retired. They've got a vested interest in the committee. We're trying hard to include younger people but the youngest we've gotten so far is 35! Yet youth do appreciate working with others and could make a good contribution here.

One board that's a natural for youth is the library board. The board decides on the type of reading available in town, and youth need a say here. The only problem we have is that youth serve as pages in the library and are paid for that. Yet we want them to serve on the library board for free. Youth could and should be making input here.

Youth Centers

I'd like to give you an idea of the positive programs youth have devised themselves with our youth center. A group of youth in town will decide they want a center, bring it into being and then eventually phase it out.

The adults' job here is to help motivate the youth and give them support. One group kept a center going for five years, but then the university decided to burn the house down and that was the end of that.

Then another group wanted to reestablish a center and the town sent them to a workshop on developing a program. They came back all charged up and brought a center into being again. This group lasted about four years, but then the town needed that building. I'm beginning to hear rumblings again about a teen center and we're waiting for that to develop.

Programs will be stronger if the need comes from the youth. If youth know that adults will listen to them, they'll come through with a plan. We try to listen to them in our town.

Another place where youth made an impact is in the development of bike paths. They were highly motivated and outlined their concerns, presenting this to the town conservation committee. Working together the two groups made a system of bike paths possible. Here we found, again, that adults don't have to be the spokespersons for youth. Youth are perfectly capable of making their own decisions and presentations. The youth in this case made a well received presentation to the public.

We need to remember some other things. Just like everyone else, youth volunteers need to get some satisfaction out of their work. They should be shown some appreciation -- that their work has some value.

Other ways that we've used youth in town is to pull out poison ivy for the Land Trust, to wait on table at the senior center and to work on the town needs assessment. Here the youth did the follow-up and it was amazing how much easier it was for them to get answers out of the citizens than it was for adults. Youth were given training on how to approach people on the phone and they did an excellent job.

We have a social studies teacher in town who helps recruit youth for these various projects and is most supportive of practical experiences.

Political Campaigns

Youth can be used in political campaigns in various ways depending on their age. They're used in mailing chores -- stuffing envelopes, licking stamps. We use them as runners on election night, though they have to be 18 as they're sworn in because they carry voting lists. They check off the lists, call those who haven't voted yet and serve as drivers to the polls. They get a lot of satisfaction -- particularly if their candidate wins.

One of the Democratic candidates in our area recently had a young man about 16 on his election committee who really knew how to organize and motivate people. A man from England who was in the town at election time was so impressed with this young man he talked the youth into coming to England to run the man's campaign for Parliament.

Some young people have run for the town council. They don't always get elected, but they learn a lot from the effort.

In my own political career, a 17 year old made the seconding speech for my state legislative try. I had no qualms in calling on him and he did a beautiful job.

Extension

Extension can play a part in getting youth involved in local government. Remember, youth have to feel like they have a responsibility. They must be motivated and it's your job to help them feel motivated. They have to get satisfaction from their efforts.

More important than anything else, adults must realize that youth have to have full involvement in a project from its beginning. I've argued with the chairman of our town's conservation committee about this for a number of years. He wants youth on his committee as ex-officio rather than voting members. I insist they must be appointed with full voting powers. As yet, he has no youth members.

If you're going to have youth on committees, they must feel the effort is worthwhile.

How might 4-H get involved in local government programs? The League of Women Voters in Connecticut has a court watching program patterned after the approach of the Quakers. I'm not suggesting youth watch courts, but the germ of developing interest in government comes from knowing where decisions are made.

Maybe some creative 4-H agent can develop an observation-type program for 4-Hers. All it may take is a little prodding, but since 4-H is way ahead in some other programs, it can find direction here, I'm sure.



Clockwise from far right

- . Sandy Pacyga, NY
- . Don MacVean, Ed Matthews, NY
- . Neal Davis, ME; Gary Schilmoeller, Herb Annis, ME
- . Willis Wilson, DC
- . Russ Smith, NJ



TEN WAYS IT'S BEEN DONE

BEST COPY AVAILABLE

ANTI-VANDALISM PROGRAM

presented by Albina B. Woodruff
Community Resource Development Agent
The Pennsylvania State University

Clientele

An entire community became involved in a prevention program to combat a high incidence of vandalism. Target audience was junior high and high school students; the supposed perpetrators, but college students and other citizens of the community also became aware of the problem through a massive public relations campaign.

Vandals were creating havoc in one particular residential area along with substantial school vandalism. Vandals tore up shrubbery, destroyed young trees, slashed tires, broke car antennas and damaged school facilities and playground equipment nearly every night. Residents began staying up late to protect their property. Some set bear traps and bought guns. Students became unhappy at having projectors and other school equipment wrecked.

Youth Involvement

Students, interested citizens and governmental officials met to determine what to do. The students insisted that the vandals didn't realize their activity was illegal. Gradually a plan evolved to educate students about vandalism stressing (1) that it's a crime, expensive and something everyone pays for, and (2) that everyone needs to help reduce vandalism, especially in the schools.

Young people shared their concerns with the anti-vandalism group that met monthly and adults began to understand what interested students. A poster contest in the elementary schools culminated efforts of an educational program about the seriousness of vandalism. Winning posters were reproduced in local newspapers with the artists receiving good citizenship awards.

Junior high students developed their own educational program, investigated costs of vandalism and set up committees to repair damaged items. Senior high students at first resisted any and all efforts to participate in the community campaign. Eventually they organized groups to deal with in-school vandalism. High school and junior high students suggested painting a vandalized community pool and nearby structures and then did the work.

Adult Involvement

With an entire community up in arms, many individuals and groups jumped to help with the program. Teachers, art directors and principals developed the educational program for the schools. Local business people paid for media efforts. Newspapers, radio and TV were all utilized.

Several civic organizations developed programs on their own to repair damaged items and conduct further educational programs for the community.

What Happened to Youth

While senior high youth ignored the problem at first, some of them eventually saw its seriousness. They helped repair damage to the school and beautify it. The school band asked if they could wear the anti-vandalism T-shirts designed by a local ad agency.

While vandalism was reduced, the secondary students whose school had the bulk of the damage did not unite well enough to make a substantial reduction of vandalism there.

The junior high and elementary students, involved in the poster contest and repair of damage, supported efforts better and substantially reduced vandalism in their schools.

What Happened to the Community

With a 26 percent reduction in vandalism in schools district-wide, there was also a reduction in the community. But education didn't do it all. A neighborhood watch program was developed in the most heavily damaged residential area and police say this cut into vandalism incidents.

Numerous community facilities that had been damaged were repaired. Town and gown in this college community cooperated in efforts to curb vandalism. Residents began to be more relaxed about their property.

Evaluation

Several problems of "turf" surfaced in the efforts to reduce vandalism with certain agencies upset with the efforts. A better melding of responsible agencies would have helped as would more extensive involvement by high school students in the planning of the approach.

The school, however, was pleased with the reduction of vandalism. While some residents feel the job is done, others still see the problem as a real concern. Continued meetings will see how the community wishes to respond.

Commitment of 4-H Professionals

Total time committed by 4-H professionals in a one-year period was 14 days. Much of this time was to develop resources in the community that could add to the program and to coordinate useful information from other sources for their use. In-school programs were rotated with the local police and Chamber of Commerce participating jointly in all elementary schools.

In addition, the presence of a 4-H professional gave an informal way to help develop leadership within the group and assist the members in learning to work together efficiently. Since the group was working in an unfamiliar area of crime prevention, they appreciated the network of Extension to easily learn what others were doing across the nation. They were also able to transmit to other sections of Pennsylvania the successes of the program and encourage a similar program to be developed.

Note: As of April 1, 1981, a successful in-school program is working in the high school, coordinated by a new principal. Displays and programs are being developed by the students to teach their peers. It is too soon to evaluate results, but reports show a small reduction of incidents in the two months it's been operating.

COASTAL RESOURCES PROGRAM

presented by Edward Matthews
4-H Agent
Suffolk County, NY

Clientele

High school youth in a number of courses, including earth science, mathematics, marine biology and industrial arts, gathered, posted and interpreted data on the shoreline erosion in their area.

The program combined an educational opportunity with service by the youth in making for constructive community change. Youth handled the technical responsibilities following training and guidance by professionals.

The East Hampton Homeowners Association identified the need and provided \$10,000 funding.

Youth Involvement

East Hampton high school students inventoried changes along beaches of a three-mile coastline. They were documenting long-term effects of groins, revetments and bulkheads on the movement of sand as compared to that on an open, unprotected beach.

Students in the shop class made Jacob stakes for surveying. The biology and earth science students conducted field surveys. Math students wrote computer programs to reduce the raw data on 20 sites. The students utilized about two hours of release time a month in the field, plus much time spent in school.

Adult Involvement

Teachers of math, earth science, marine biology and shop at the high school coordinated the study. The Marine Science Research Center at Stony Brook provided guidance on technical aspects. New York Sea Grant, along with 4-H, provided much support and guidance.

What Happened to Youth

Involvement in this project has shown youth that factual data on natural resources are necessary for long-term planning by communities. They saw that being a scientist requires much patience, that it isn't always involved in a lab setting, that it's not always doing what one wants. Youth learned the practical application of academic skills with a taste of what an important job can be like.

What Happened to the Community

The community realized that high school students can make practical and valuable contributions to solving problems. Public relations about the students' efforts has expanded interest in this type of work to other nearby communities.

Evaluation

The program is continuing with new monies, but the 4-H agent is pulling out of active involvement as it now can be run by local people. Extension is moving to other geographic areas to provide the catalyst for similar programs.

Because of this involvement by the 4-H staff, new 4-H groups in marine science have been formed in the area. The subject matter excites teens and seems a good way to retain them in 4-H.

Commitment of 4-H Professionals

One 4-H agent spent a total of 20 days the first year in planning, implementing and evaluating the program. The second year, agent time was reduced to 10 days maximum and half of that time was spent in program maintenance. The project is expected to continue for three more years with basic agent maintenance and at that time sufficient data will have been collected for coastal zone management decisions to be made.

EMERGENCY MAPPING

presented by C. Herbert Annis
Extension Agent
Knox-Lincoln Counties, ME

Clientele

A 4-H club in Monroe, Maine, the 4-Season's 4-H Club, identified the problem of emergency services locating widely dispersed dwellings in that rural town.

Most emergency assistance came from 12 miles away. Drivers of the ambulances, state police and sheriff cars couldn't always locate the homes where help was needed.

The club members thought the entire town population of 600 would benefit from a solution.

Youth Involvement

Older 4-H members and the club leaders identified the problem and asked for assistance from the Extension office. With the help of the agent, the 4-H members developed a plan of action, set their goals and wrote a proposal to the Reader's Digest Foundation Citizenship in Action Program for a grant.

Once the plans were developed, the youth made contacts with other agencies and individuals and carried out the work involved in the project with a minimum of guidance from the local leader.

Adult Involvement

After receiving a flyer from the county 4-H office about Reader's Digest Foundation grants, the leader of this club explained the town's problem as identified by the members. Eventually the club received a \$100 grant and spent \$129.54 to develop the professional appearing maps.

The Eastern Mid-Coast Regional Planning Commission met with the club and explained mapping and provided them with base maps.

The assessors agent assisted the club in locating the dwellings and other structures in the town on the map.

The youth organized a special ceremony where they presented the maps to the sheriff, state police, ambulance director, county and civil emergency preparedness director and the local fire chief.

What Happened to Youth

Complete involvement in a worthwhile project brought state winner status to five members of the club. They participated in the National 4-H Congress, receiving a free trip and another set of new experiences for their efforts. One member received a national award in safety.

Two members trained and became emergency medical technicians. One is studying nursing at the University of Maine and another is a navy cook aboard VIP flights out of Andrews Air Force Base in Washington, DC.

What Happened to the Community

The townspeople learned that young people can provide valuable assistance and do professional jobs. With the distribution of the maps, the problem of home identification has been solved.

The town of Monroe is very supportive of the 4-H program in Waldo County.

Evaluation

The satisfaction of youth and community for a job well done is evident in awards for the youth and pleasure of town officials in having the service provided.

Emergency service comes to the aid of distressed townspeople much more quickly than it used to. The project's results were so successful that neighboring towns began to evaluate the Monroe project.

The project was carried out by a "traditional" 4-H club. It fit so well into the existing 4-H program that five members of that club were selected as state award winners that year and three more have been selected since then.

The program sold local government officials and would undoubtedly impress Congressmen.

Commitment of 4-H Professionals

One unique and valuable aspect of this project was that it was almost totally developed and conducted by the local club. The county professional staff time was limited to the initial planning, assistance in preparing the grant application and an occasional referral to another resource.

4-H COMMUNITY RESTITUTION

presented by Karol A. Westelinck
4-H Program Coordinator
and
John J. Lancaster
Extension Agent, CRD
Prince George's County, MD

Clientele

Believing that all youth have a right to Cooperative Extension Service programs, 4-H in Prince George's County cooperated with other agencies to develop a program for youth in trouble with the law. Based on 4-H community development theory, the county court system and juvenile services department referred youth, many first time offenders, whose offenses ranged from "victimless" crimes such as drug use or gambling to serious offenses against others such as armed robbery or rape.

Youth Involvement

The groundwork and theoretical base for the project were developed by the Prince George's County Advisory Youth Action Committee which included several CES staff. The 4-H component of community development and community service was developed as one part of a total \$1.7 million project sponsored by the office of the youth coordinator of the Prince George's County Department of Health on a contractual basis.

The total project included four major components:

- . Victim service -- youth under 14 years of age performed service for their victims as payment.
- . Job bank -- youth 14-18 worked at part-time jobs to pay monetary restitution.
- . 4-H community service -- youth 14-18 worked without pay for the benefit of the community.
- . Vocational training -- youth over 15-1/2, given a salary during training, made payments in restitution to victims from that salary. (Training was dropped after first year.)

While the clientele was not involved in the initial planning in the 4-H component, they contributed to the project development including planning projects, making necessary arrangements, contracting community leaders and observing the results of their activities.

Some of the projects developed were a 4-H pet care program for senior citizens and restoration of a neighborhood park, complete with a mural on a building adjacent to the park. More than 250 youth served 11,300 hours in the 4-H component.

Adult Involvement

In the 4-H component, Extension staff served as the catalysts for agency cooperation. A program manager and six program leaders were employed through the county government as additional 4-H staff and supervised by the 4-H agent.

When the project was centralized after 20 months under the health department, Extension staff became resource persons.

Parents, adults from other agencies and some 4-H volunteer leaders also gave guidance to the project.

What Happened to Youth

The recidivism for youth involved in this project ran 5 percent. The national average of recidivism for juvenile offenders is 28 percent.

As an alternative to jail, this project offers youth more freedom and responsibility and an opportunity to develop a sense of worth. A project like this turns a youthful mistake into an opportunity for personal development. While the act is not minimized, the consequence of restitution affects the youth much more positively than incarceration.

Where feasible, each youth chose to work on the project in which s/he had the most interest. Often individuals developed a vested interest in the project with which they were involved. The youth developed life skills and learned some of the traditional 4-H project skills.

What Happened to the Community

In terms of economics, the cost for a youth in this program was less than \$2,500. Compare that figure to the cost of incarcerating a youth which ranges from \$10,000 to \$12,000.

Many of the projects brought the youth in contact with caring and appreciative adults -- senior citizens, local police officers and persons living near the parks restored by the youth. Both youth and adults came to understand each other better.

Evaluation

Figures say it all -- a big decrease in recidivism. What the figures don't point out is the increased pride developed by the youth in their communities, along with the actual physical improvements in some neighborhoods. CRD concepts were utilized throughout the project and could be well measured.

Commitment of 4-H Professionals

Cooperative Extension staff had several levels of commitment. The most intensive was the administrative-supervisory role of the 4-H program coordinator who also has 4-H/CRD responsibilities. On the average, the agent spent one day per week managing the project. Other 4-H staff and the CRD agent served in support roles and as resource persons for specific projects.

4-H HOST HOME PROGRAM

presented by Joyce Morris
4-H Program Associate
Ocean County, NJ
and
Irving A. Blatt
Urban 4-H Specialist
Rutgers University

Clientele

Youth from seven to 17 years old who are experiencing social difficulty in the home are referred to the Host Home Program. Children who have any juvenile complaint signed against them or a serious drug or alcohol problem are NOT candidates for host home placement.

The program is a crisis intervention program. It affords a "cooling off" period for the family and child for a period of up to 10 days. The child is placed in his/her own school district and counseling is provided free by our 4-H counseling staff.

Youth Involvement

Youngsters are referred from every socioeconomic background. Ocean County has an urban, suburban and rural population. The majority of children referred attend school. Those who do not are linked up with vocational-rehabilitation programs for training. The child who has dropped out of school is encouraged to take G.E.D. programs that are offered locally. Our local community college knows the program and is willing to help our clients through financial aid and career counseling.

The county health department has a great drug and alcohol abuse program and referrals are made to them whenever necessary. They respond within 24 hours for our clients.

Adult Involvement

Host homes are strictly volunteer families who are now 4-H leaders. They open their homes to a child in crisis. They receive no money from 4-H and are evaluated and trained before a child is placed with them. Host families treat the child as "one of their own."

During a placement, our 4-H counselors contact the host family every other day and offer support and counseling when necessary. Counselors maintain contact with client and his/her family either daily or every other day.

The host families remain anonymous to the client's family. Before the contract is signed, the client and family are advised of host home rules and responsibilities. If all parties agree, then the parents and child voluntarily sign the contract.

The host home program allows the child or parent to terminate placement at any time. If the child/client violates the contract, it can be terminated.

What Happened to Youth

When a client is returned home or to a foster home, follow-up counseling continues for a four-week period. If at that time more counseling is needed, the child is referred to a local mental health agency.

Evaluations are completed every three, six and 12 months for a full year. This evaluation is of the child and his/her family.

What Happened to the Community

The community is involved at all times. Our host families feel a sense of worth and an awareness of helping someone in crisis. They say they learn a lot from each experience.

Several times a year the news media is informed of the progress and articles are submitted or interviews granted with some of our clients.

We have a crisis hotline where calls are answered after hours by volunteers. They, in turn, call us and activate our pager (beeper) so that we can react immediately to the problem.

Evaluation of Program

A recent preliminary evaluation completed by members of our Ocean County 4-H Youth Development Task Force was overwhelmingly favorable. People contacted were: clients, families, agencies, police, schools, probation and the division of youth and family services who referred children to our program.

We feel we can aid in the prevention of juvenile delinquency through this program by cutting the rate at least 10 percent.

The local juvenile judge and county administrators all support the program.

Commitment of 4-H Professionals

Staff at the present time consists of a project director (senior Extension agent), a coordinator, two counselors and a secretary. All staff are dedicated to the program and are on call 24 hours a day. A pager and answering service help our counselors respond to a crisis call immediately.

This is a pilot program for 4-H and as such the staff is committed to assist in recruiting new host families to make the lives of the clients better.

The 4-H department and staff are kept informed of the host home program and its progress.

THE 4-H JOB EXPRESS PROGRAM

presented by Emma Lee Tuttle
County Extension Agent, Urban 4-H
Manchester/Nashua, NH

Clientele

Youth served through the 4-H Job Express Program are 16-21 years of age, out of school and unemployed. In addition, they may have one of the following difficulties - physically handicapped, juvenile offender, teenage parent, socially or emotionally handicapped or drug abuser.

The objectives of the 13 three-week sessions with ten youth participating in each include:

- 1) To provide 130 unemployed youth with job seeking assistance by helping them identify the kinds of jobs they want; to recognize their marketable skills and abilities.
- 2) To provide placement assistance in the private sector for all participants, with 55 percent actually obtaining employment.
- 3) To mainstream 20 percent of these youth into the ongoing 4-H program.
- 4) To provide assistance to youth who wish to reenter school or obtain high school equivalency certificate (GED) with 25 percent of youth not currently enrolled in school reentering into an educational program.

Youth Involvement

More than 50 Manchester youth along with more than 50 adult professionals, consumers and service providers were instrumental in outlining the difficulties youth face in this NH city through their participation in formulating a Manchester Youth Policy.¹ The philosophical component for the policy was based on a youth development approach which examined the effects of primary social institutions on youth (i.e., family life, education, employment, juvenile justice and recreation).

The 4-H Job Express Program's objectives are in direct response to the following data related to employment. The percent of unemployed youth under 22 years of age in Hillsborough County is 23 percent... Over 20 percent of the applications processed at the Manchester office of NH Department of Employment Security are youth.

. . . There were 670 high school withdrawals last year from the Manchester public school system . . . Manchester has 40 percent of the youth population of the county and 45.9 percent of the county's school dropouts.

Youth are recruited for the program from newspaper ads, CETA and referrals from youth services, probation, welfare and the youth development center.

In the first week, youth identify and chart their needs, goals, self profile and skills. They are then counseled individually to match interest and skills with various occupations. They are taught basic job seeking skills including telephone techniques, job applications, letter and resume writing and interview techniques. The interviewing techniques are refined using video tape as a learning tool. During the second and third weeks youth market their skills by phone to potential employers. Other program components include field trips, guest speakers, participation in 4-H consumer decision making workshops where they set goals, develop a spending plan and learn money saving consumer tips.

Adult Involvement

Recognizing, through the Manchester youth policy, that youth unemployment is a serious Manchester community problem, the urban 4-H staff addressed this area and submitted a proposal to the National Collaboration for Youth, an affinity group of the National Assembly of National Voluntary Health and Social Welfare Organizations, Inc., which received a \$10 million contract from the Office of Youth Programs, U.S. Department of Labor.

The Manchester proposal was one of seven 4-H proposals selected for funding out of 27 submitted. A full time project coordinator was hired in addition to a program assistant/secretary. Amount of funding: \$85,000 (\$46,480/NCY and \$38,520/prime sponsor).

One of the major ways adult 4-H volunteers continue to play a vital role is through the 12 member youth employment committee comprised of consumers, investors, business and political representatives. These volunteers help guide the program, focus on job development and communicate the program's intent to the community. They provide enthusiastic community support for this training.

What Happened to Youth

To date the project has guided youth in securing jobs in addition to helping many develop a sense of confidence as well as experience the satisfactions from goal setting and implementation.

At the end of four of the 13 sessions, 33 of 40 youth completed the program, 24 found jobs (22 are in unsubsidized jobs and 2 are in a CETA program) and 9 remain on a 90-day hold status with encouragement and follow-up assistance by Job Express staff. Seven completed a GED preparatory course, one returned to school full time, 30 participated in the 4-H consumer decision making sessions, 8 are interested in getting involved in other 4-H activities, and 2 have been involved in 4-H since participating in this program.

Youth are provided a \$3.35 per hour stipend through CETA while participating in this three week job readiness program.

What Happened to the Community

The program funding commenced Nov. 17, 1980 and will end Nov. 6, 1981. Depending on the availability of federal funds, the local CETA, prime sponsor, has indicated willingness to continue to pay youth enrolled in the program when the original grant terminates. We are presently seeking \$20,000 from the Manchester United Way to continue the coordinator position. The final status of the 130 youth expected to complete the program will indicate its actual impact on the community.

Evaluation

A follow-up survey, at the end of the first six months, will be distributed to the 65 participants who have gone through the program by that time. This will help determine the overall effectiveness of the program.

Present acceptance, support and interest by human service providers, youth and those on the 4-H youth employment committee are great.

Commitment of 4-H Professionals

The county Extension agent, urban 4-H and project director, John Pike, was responsible for writing the grant, coordinating staff, hiring and preparing the coordinator for his responsibilities. I was responsible for developing the consumer decision making materials

and piloting the sessions. Also with the help of Frank Michell, County Extension Agent, 4-H Outdoor Education, I coordinated the mainstreaming of Job Express participants into 4-H leadership roles in club work and facilitate their participation in 4-H special interest groups and the Manchester Teen Council at the Pine Island 4-H Outdoor Education Center. Presently urban 4-H staff spend about five hours per week in the program.

¹"Common Sense in New Hampshire: The Manchester Youth Policy." New Designs for Youth Development. Vol. 2, No. 1, January-February, 1981, 13-18. Associates for Youth Development, Inc., P.O. Box 36748, Tucson, AZ 85740.

4-H TEEN ALLIANCE

presented by Sandra E. Pacyga
4-H Program Assistant
Monroe County, NY

Clientele

Teens 14-19 years old receive hands-on experience in parenting and child care through a series of six training sessions. They have practical, supervised experience in homes with infants and their siblings. They look at child care careers on field trips to the Monroe County Family Court, Strong Memorial Hospital Pediatrics in the nursery and infant intensive care, the Hillside Children's Center and the Gerber Day Care Center.

The need to improve teen parenting skills became apparent when statistics showed Monroe County among the highest in the state in teen pregnancy and child abuse or neglect. This program attempts to foster awareness of what it means to be a parent.

The program also provides new parents with short-term child care by trained teens to relieve stress for the new parents.

Youth Involvement

Two 16 year old 4-Hers served on the search committee for the program coordinator. Those youth in the program evaluate each training session, practical experience and field trip. Their concerns have lead to some restructuring of project format.

Teens graduated from the program return as assistant instructors and are encouraged to join the program's advisory committee with full voting status. They assist with promotion and media interviews to support the program in the community.

Adult Involvement

A catalyst group of Rochester (city) and Monroe County service organizations, associations and agencies -- Children's Alliance -- requested 4-H to develop a preventative program to curb teenage pregnancies and child abuse.

After substantiating the need for such a program through interviews and surveys, 4-H developed a proposal. The staff involved other groups including the local hospital, youth groups, local colleges, physicians and clergy. An advisory committee was formed from representatives of interested organizations.

The proposal, submitted to the NYS 4-H Foundation and to NYS Cooperative Extension, called for a program coordinator with six volunteer instructors. A basic curriculum was outlined by the 4-H home economics agent. Lesson plans for the curriculum and details as to individual lessons and equipment and supplies needed were written cooperatively by the volunteer instructors and the program coordinator with guidance from the home economics-human development staff at Cornell University.

What Happened to Youth

Teens are being more aware of parenting responsibilities, decision making and the reality of being committed to another human being who is dependent upon them. The program is still in its infancy so it is difficult to be specific as yet.

What Happened to the Community

The community is becoming aware of the problem of teen pregnancies and is developing a sense that there is something that can be done to stem the growth of the statistics in teen pregnancy as well as child abuse.

Evaluation

Teens evaluate the program at the end of each training session. They report on their parenting situations to volunteer counselors and at the end of their situations the teens evaluate the parenting experience, the field trips and the program in general. The parents of the teens involved also are asked to evaluate the program's possible effect on the teens and their reaction to the program. And finally, the parents of infants who use the service of teens are asked to evaluate the service and how capable the teens became with the children.

Commitment of 4-H Professionals

After the initial exploration and development, the 4-H agent assumed a supervisory role with the program coordinator shouldering the project implementation role. The agent initially gave approximately 15 hours of time. The coordinator received training from Cornell University and Parents Anonymous to strengthen her preparation for the position. She gives approximately 20 hours per week to the project with one group of 15 to 20 teens going through the training at a time.

THE GROWTH OF A CULTURAL HERITAGE PROGRAM

presented by Wylene P. Dial
Extension Specialist, Aging
West Virginia University

Clientele

What began as scattered efforts by 4-H club agents to help 4-Hers appreciate their heritage and thereby gain more self-confidence has mushroomed into a state-wide program for all ages which covers: 1) Mountain Heritage -- understanding and appreciating the special character of mountain people; 2) Leader Training -- understanding and increasing effectiveness in working with local people; 3) Graduate Extension Credit Course -- equipping public school teachers to incorporate and present the West Virginia cultural heritage.

Thousands of people have participated in this renewed appreciation for the mountain heritage. The 4-H component, which began from inclusion of study of the West Virginia language and family backgrounds, expanded to a cultural program for all ages covering natural environment, culture, language, vocal and instrumental music, dance, religion, folklore and arts and crafts.

Funding for various parts of the program has come from the West Virginia Arts and Humanities Council and the National Endowment for the Humanities.

Youth Involvement

In scattered 4-H clubs throughout the state, youth studied their ancestors, learned where their traditions came from, often designed their own authentic Scottish costumes in their clan tartans and formed dance teams that performed throughout the state.

Eventually several new state-wide 4-H projects were developed to investigate the mountain heritage. Many school teachers involved non-4-H Youth in learning experiences in the formal classroom which built on the heritage experience. Beginning with youth, the involvement soon included their parents and other adults throughout the state. Youth were responsible for searching out old-timers to teach mountain arts, crafts and music.

Adult Involvement

As Extension began 4-H programming on a county level, other individuals were emphasizing mountain culture. Finally, the Mountain Heritage Program was born through the efforts of state Extension leaders. Its purpose was not to venerate the past but to understand cultural heritage and the light that sheds on the present and future.

Extension played a linking role. Many non-Extension resource people developed programs and courses ranging from a six-day mountain heritage program for 8th graders which reached 1,800 to preservation of Indian rock writings. Many crafts and music enthusiasts shared their expertise.

What Happened to Youth

Youth became thoroughly involved in learning about preserving their heritage both in 4-H clubs and in schools. They've traveled to share mountain song and dance throughout the state, country and even overseas.

In the mountain heritage weekends, youth (and eventually adults) spent two and one-half days of intensive "live-in" exposure to the cultural background of the Appalachian people. They learned mountain ballads, mountain music and instruments, dances and arts and crafts.

At the first Mountain Heritage Talent Day in the early 1970s, more than 300 4-Hers competed in song and instrumental music. These competitions continue.

What Happened to the Community

Outmigration of mountain peoples has slowed because of the improved quality of life and brighter outlook for the people. Economic conditions improved with gains in tourist and craft trades. Dulcimers are sent throughout the country as well as quilts, pottery and other craft items.

Mountain people have developed a more positive attitude toward themselves. With this improved self-confidence they are becoming more involved in community life and becoming better leaders.

A three credit graduate course for social studies teachers helps them present cultural heritage. It's been offered 17 times throughout the state to more than 500 teachers.

Evaluation

Not only mountain people have learned to appreciate their heritage. "Outsiders" have learned how and why mountaineers act, speak and think to facilitate better communications with them.

With programming broadened to include heritage interests, Extension is accepted even more by the mountain people.

As yet, a second neglected culture -- the black culture -- has not benefited from the same enthusiasm as the Scotch-Irish. But with Extension again acting as a catalyst and with efforts from resource people outside Extension, it's catching up.

Commitment of 4-H Professionals

Over the past nine years since the program began, countless hours have been contributed by Extension professionals. The renewed self-confidence of mountain people has made the effort well worthwhile.

LITTLE SANDY CREEK

presented by Donald MacVean
Cooperative Extension Agent
Oswego County, NY

Clientele

Teenagers in various high schools in the area had the opportunity to investigate the possible inclusion of Little Sandy Creek into the New York State wild, scenic and recreational rivers system. Six mini-courses were offered after school and during the summer to collect information on the river.

The six courses were history, writing and editing, photography, map making, biology and chemistry. Two high school science teachers filled the positions of project supervisor and field work director.

Students indicated their interest following a presentation to them and their teachers.

Youth Involvement

Students used many methods to collect information about the Creek which provides two communities with water and other benefits.

They collected water samples and analyzed them chemically, went on field trips to the Lake Ontario Environmental Laboratories, saw demonstrations of electric shocking techniques for determining fish populations, took field trips to the Oswego County Historical Society and county clerk's office for background information and taped interviews with residents who had firsthand information about the heritage of the area.

After the students collected the data, they wrote an illustrated report. A second group of students made oral presentations of the project to interested community groups.

Adult Involvement

This project received input from a wide variety of people in the community. It originated from the Onondaga County Audubon Society inventory of streams for inclusion in the NYS wild, scenic and recreational rivers system. The Oswego County Environmental Management Council, the NYS 4-H Community Development Fund, Oswego County Cooperative Extension/4-H, Oswego County B.O.C.E.S., NYS Sea Grant, school systems and the NYSU College at Oswego all contributed time and/or money to the project.

What Happened to Youth

Many new skills were developed by youth along with an understanding of basic research, presentation of materials to stimulate action and methodologies for effecting community change.

The youth believed in what they were doing and have the satisfaction of seeing their work preserve a natural resource for future generations.

What Happened to the Community

The community realized what a valuable resource the Little Sandy Creek was and how it had been abused. Steps were taken to alleviate its pollution and improve its quality.

The towns of Sandy Creek and Boylston developed a strategy for future development which included decisive action to protect the creek from improper sewage disposal and refuse dumping.

Evaluation

Community action initiated by groups outside Extension involved youth in the fact finding and analysis phases but went on to local government for the action. Many other worthwhile projects for the community involving youth have spun off this initial venture. Extension's involvement in the projects has been much appreciated by local government and community alike.

Commitment of 4-H Professionals

The 4-H staff helped instigate and involve many people in the project. After the initial development, staff withdrew to mainly administrative duties.

SUMMER MARINE EDUCATION

presented by Neal R. Davis
Extension Agent
Sagadahoc County, ME

Clientele

Thirty-five youth, 8-14, and nine parents took part in the marine education program conceived as a way to initiate 4-H activities on an isolated seacoast peninsula and to bring a community closer together.

The program took place once a week in the summer for seven weeks and covered such subjects as local history, beaches, salt marshes, rocky shores, local industries and sailing.

Youth Involvement

Not only local youth but also summer visitors participated in the program. The day's schedule started at 9 a.m. with hands-on educational experiences in the mornings on marine subjects and recreation until 3 in the afternoons.

The youth filled out an evaluation sheet at the end of the seven-week session which indicated they enjoyed the program and felt they learned a lot. They also indicated that the programs should have run longer and that the material covered was new to most of them.

Adult Involvement

Planned by teachers, parents, Extension specialists and agents, the program utilized local resources and people. Among those helping out were personnel of a local museum, businesses, industries, a private summer school, Extension groups and public schools.

What Happened to Youth

There was an increase in knowledge of the variety and names of the sea life around them. The youth better appreciated the inter-relationship that exists in the marine environment. They also had a chance to get to know other children and adults.

What Happened to the Community

The community supported the program wholeheartedly and the parents were impressed with the amount the children learned.

The use of various community resources resulted in both parents and children knowing more about their community.

Evaluation

Very positive. Children and parents were enthusiastic and would have liked a longer program. Community people were happy to help out and thought the program worthwhile.

A similar program has been requested for the summer of 1981 with a vocational emphasis.

Commitment of 4-H Professionals

The 4-H agent will continue to work with the marine education program in the county expanding the participation to include youth from the non-coastal area of the county.



Clockwise from top right

- Otis Curtis, MA; Daryl Heasley, NERCRD; Emma Lee Tuttle, NH; Willis Wilson, DC
- Bob Biagi, MA
- Wylene Dial, WV; Daryl Heasley, NERCRD
- Karol Westelinck, MD; Irv Blatt, NJ; Tony Ferrise, WV
- Sandra Mason, MD
- Dave Kinsey, PA



RESOURCE MATERIALS

BEST COPY AVAILABLE

SELECTED PUBLICATIONS IN 4-H/CRD

NORTHEAST COOPERATIVE EXTENSION PUBLICATIONS

These publications may be borrowed for two months from Russell W. Smith, Northeast Extension Publications, Distribution Center, Dudley Road, Cook College, P.O. 231, New Brunswick, New Jersey 08903 (201-932-9583).

Community Service for 4-H Members, 28, 8 p, 12/70 (SD)

4-H Club Community Development Projects, L-45-2, 11 p, 1/77 (NY)

4-H Community Development Program, guidelines (WV)

4-H/CD Program Rationale Criteria (II), draft, 6 p, (WV)

4-Hers Learn and Help Their Communities, 4 p, 4/77 (WI)

4-H/Rural Community Development, 2 p, 1975 (WV)

Guidelines, Principles, Procedures for Youth in Community Development, 131, 2 p, 6/66 (USDA)

How USDA Can Help Involve Youth in Community Development, 1042, 15 p, 5/73 (USDA)

Increase Youth Participation in 4-H/CD, guidelines, 6 p, 5/72 (USDA)

National 4-H/CD Program Committee Report, 26 p, 1976 (USDA)

Priorities in Community Services Research for the Northeast: A Report of the Ad Hoc Committee on Community Services, 10, 54 p, 1/76 (NERCRD)

Proposed Evaluation Design for the Rural Community Development 4-H Program, 6 p, 1974 (WV)

Proposed Training for Agents and Program Assistants Prior to County Leadership Workshop in Rural 4-H/CRD Programs, 2 p (WV)

What Role for Youth in Community Development?, 11 p, 1/73 (NY)

Youth in Action Improving Their Communities, 486, 75 p, 3/72 (VA)

CORNELL UNIVERSITY

Program materials listed here are available from the Department of Human Development and Family Studies, Distribution Center, 7 Research Park, Cornell University, Ithaca, NY 14850, unless otherwise noted:

4-H Club Community Development Projects -- Leader's Guide 50¢; Leader Training Program Guide \$2.50; tape "4-H Community Service" plus the two guides, rental \$6, purchase \$44.

4-H Community Development in New York State, 16 p, 2/79. Available free from Herb Engman, G-27 Martha Van Hall, Cornell University, Ithaca, NY 14853.

High School Internships in Local Government -- Leader's Guide (L-45-4), 60¢.

What Every Citizen Should Know: A Guide to Local Government, 321 page guide in six units: An Introduction to Local Government; Local Government Executives; Legislative Bodies; Citizen Action; Local Government Budgets; About the Court System. Each unit contains activities, background readings and handouts, \$7. Available from Ralph Payne, Manager, Media Service-Printing, B-10 Martha Van Hall, Cornell University, Ithaca, NY 14853

Youth Action to Improve the Environment, Leader's Guide, (L-45-3), \$1.

Youth Community Development Survival Kit for New Staff, 3 p, 7/79. Available free from Herb Engman, G-27 Martha Van Hall, Cornell University, Ithaca, NY 14853.

SERVICES PROVIDED BY THE NORTHEAST REGIONAL
CENTER FOR RURAL DEVELOPMENT

The center assists both research and Extension rural development efforts in the 12-state northeast region. The work supplements the states efforts. It does not substitute for or compete with individual state programs. Objectives for the research and Extension components of the center are listed below.

Research

1. Assist in bringing together people with similar interests for developing a regional research project.
2. Assist in completing regional projects by supplying resources for additional personnel.
3. Perform synthesis type research to pull together what is known about a particular problem.
4. Conduct multi-state workshops or conferences that will serve to increase the competency and/or effectiveness of researchers in the various states.
5. Assist in preparing priority research recommendations for the Northeast Experiment Station Directors.
6. Assist in searching for additional funding for regional research projects.

Extension

1. Pull together what is known about a particular problem in a form that will either (a) improve the specialists' or agents' general ability to deal with the problem, or (b) provide educational materials which can be used directly with Extension clientele on a multi-state basis.
2. Coordinate with the Northeast Extension Publications Program regarding Extension publications developed by the center.
3. Conduct multi-state workshops, conferences or special summer courses that increase the competency or effectiveness of specialists and agents.
4. Promote interstate diffusion of methods, materials and ideas for Extension educators.
5. Identify research needed by Extension audiences.
6. Help in the preparation of proposals for additional funding for regional Extension programs.



Clockwise from top mid

- . Vaughn White, MD
- . Win Merriam, WV
- . Bari Dworken, CT
- . Bill Frye, WV; George Preston, NY
- . Don Francis, CT
- . Chloe Wacenske, NY



BEST COPY AVAILABLE

Location

Northeast Regional Center for Rural Development
293 Roberts Hall
Cornell University
Ithaca, New York 14853

(607) 256-7743

Staff

Lee M. Day, Ph.D., Director

Daryl K. Heasley, Ph.D., Associate Director

Frederick E. Schmidt, Ph.D., Associate Director

Faith Schottenfeld, Research Support Specialist

Dorothy J. Messenger, Administrative Aide

```

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X   The Northeast Regional Center for Rural Development   X
X   is an Equal Opportunity Organization providing re-    X
X   search, educational information, and other services    X
X   only to individuals and institutions that function    X
X   without regard to race, color, sex, or national       X
X   origin.  NERCRD is an Equal Opportunity Employer.    X
X                                                           X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

```